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ABSTRACT

In its ongoing study of changes in the situation of workers and unions, the AFL-CIO Executive Council's Committee on the Evolution of Work determined that information on job training and jobs is a top priority for today's workers. The AFL-CIO Training and Education Conference was planned in an effort to respond to this need. The conference brought together some 250 union representatives who are involved in carrying out labor's commitment to worker training and education. More than 30 unions from the building trades, industry, and the public and service sectors were represented. At the general sessions, union and federation leaders and experts from universities, the U.S. Department of Labor, and national organizations with job and training concerns discussed a broad range of education and training issues. A total of 24 workshops were held (including 6 on negotiating for effective training and 6 on training for the unemployed). The principal conclusion of the conference was the importance of negotiating contract language that addresses the education and training needs of union members. Another central conclusion was the prime importance of learning in the workplace. (This report includes summaries of each of the speakers' reports and the 24 conference workshops.) (MN)

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PROCEEDINGS

AFL-CIO TRAINING AND EDUCATION CONFERENCE

OMNI INTERNATIONAL HOTEL

BALTIMORE, MARYLAND

DECEMBER 3 - 5, 1986

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INTRODUCTION

The AFL-CIO Training and Education Conference was planned in response to the growing need to share information on organized labor's broad range of training and education endeavors and the ways they are addressing the new challenges facing the labor movement and the nation.

Changes underway in the structure of the American economy have vastly increased the need for worker training and education. The decline in basic manufacturing industries is displacing massive numbers of workers. Technological advances are eliminating whole occupations, changing the nature of others, and creating entirely new jobs. Labor organizations across the country are serving the greatly expanded needs resulting from these developments in a number of ways. Through collective bargaining approaches, as well as a wide variety of programs, labor organizations are seeking to upgrade the skills of presently employed workers and help those losing their jobs secure well-paid new employment.

In its ongoing study of changes in the situation of workers and unions, the AFL-CIO Executive Council's Committee on the Evolution of Work has found that a top priority for today's workers is information on job training and jobs. It called for increased attention to disseminating full information on all aspects of labor's training and education activities.

The federation's conference responded to that call. Its purpose was to bring together union training and education experts from different occupations and industries to share their experiences, learn from each other, and explore ways to improve and expand training opportunities for union members and potential members.

Starting in January 1986, the principal AFL-CIO organizations concerned with education and training issues--the Departments of Economic Research, Education, and Community Services and the Human Resources Development Institute--explored the idea of planning such a conference with labor organizations across the country. As a result, the conference was the product of nearly a year of close collaboration and planning by representatives of affiliated unions in every major sector of the economy.

In response to the broad interest expressed, they formed a planning committee drawn from building trades, industrial, maritime trades, public employee, and service unions. Its 22 members included both officers of the four AFL-CIO organizations and the AFL-CIO Department for Professional Employees; and representatives of Amalgamated Transit Union, Clothing and Textile Workers, Communications Workers, Electrical Workers, Graphic Communications Union, and Iron Workers; and also the State, County and Municipal Employees, Seafarers, Service Employees, Steelworkers, and Auto Workers.

Working closely together over many months, the group planned every aspect of the conference--from developing the agenda and selecting the speakers to identifying workshop topics and presenters.

EXECUTIVE SUMMARY

Labor's firm commitment to upgrading worker skills and helping those displaced by industrial decline move into new occupations was the central focus of the AFL-CIO's first training and education conference.

"Workers want the best training they can get, and they are looking to their unions to supply it," AFL-CIO President Lane Kirkland declared in opening the three-day conference. "They are right to do that," he said, "because it's one of the things unions are created for."

The conference brought together some 250 union representatives involved in carrying out labor's commitment to worker training and education. Reflecting broad union involvement in these activities, participants included leaders and training experts from over 30 unions representing workers in building trades, industrial, public employee, service, and other industries, as well as more than a dozen state and local central bodies and united labor agencies.

At general sessions, union and federation leaders and experts from universities, the Department of Labor, and national organizations with job and training concerns discussed a broad range of education and training issues. In 24 workshops, union program practitioners described their many different training and education ventures and shared ideas on activities that most effectively serve their members and extend labor assistance to the unorganized in their areas.

A principal conclusion was the importance of negotiating contract language that addresses the education and training needs of union members. Kirkland reported that "unions will be going to the bargaining table to negotiate learning programs, and learning time, along with work time."

In a series of six workshops on negotiating for effective training, presenters looked at national training agreements implemented on the local level throughout the country and examined ways to secure employer contributions for local training programs and supplement these funds with government training money. In discussions with employers, negotiators were advised to be prepared to explain the gains to be achieved by the training, such as lower turnover and increased productivity. Other points stressed were the need for thorough training of instructors and the value of union training as an organizing tool.

To assist unions in negotiating agreements, a compilation of collective bargaining provisions on education, training, and retraining was distributed to all conference participants. A supplement expanding on this compilation is now being prepared and will be sent to them soon.

Another central conclusion was the prime importance of learning at the workplace--with the trust and solidarity extended by unions enabling workers to feel comfortable with the learning experience. Informal workplace learning was described as by far the principal form of training, accounting for some six times as many training dollars as formal instruction, and praised on grounds that workers really learn only by doing.

In reviewing labor's long history of workplace learning through apprenticeship, a speaker reported that unions have long paid most costs through the collective bargaining process, and in the building trades alone, they are spending over $500 million a year for training apprentices and journeymen. Calling the apprenticeship concept "absolutely sound," another speaker said it should be strengthened, expanded, and extended,

suggesting such new ventures as a program to train master teachers. Among the successes cited in workshop discussions were a Stage Employees program that helps workers adapt to rapidly changing computer technology and training conducted by building trades unions to keep journeymen abreast of technological changes in their trades.

The response of unions to the massive dislocation of their members was explored at general and workshop sessions. Among the many union initiatives described was the USWA's program of comprehensive training and job search assistance for its displaced members, offered at 50 centers under contractual arrangements with steel companies and support from the Job Training Partnership Act, Trade Adjustment Assistance, and local outreach agencies.

In six workshops on training for the unemployed, panelists described a wide variety of training, reemployment, and support activities. They include a program of intensive, short-term occupational training that offers state-funded stipends to trainees exhausting unemployment insurance benefits; joint-labor management programs to train laid-off workers for alternative employment; and Human Resources Development Institute (HRDI) and Community Services activities ranging from survival services that help the unemployed get needed assistance to job search workshops and full-service programs.

The serious deficiencies of the government's present dislocated worker programs were stressed again and again. Because of funding limitations and other problems, only about five percent of eligible dislocated workers are being served, a workshop presenter reported, and those who are enrolled commonly receive only low-cost services rather than quality training and the remedial education many need. Another complaint was that program participants securing new jobs commonly earn only a small fraction of their former wages.

Speakers called for a more comprehensive approach to serving these job losers, including programs to upgrade worker skills before a plant closes, adequate national investment in job training, and at least six months' advance notice of plant shutdowns. To produce jobs at decent wages for those served, they stressed, these initiatives must be coupled with effective trade legislation and full employment and growth policies.

Reviewing the impact of changing technology, speakers warned against its use to eliminate jobs and to de-skill workers. While agreeing that new technology can improve wages and advance the nation's competitive position, they emphasized that workers must be involved at every step of its introduction. Pointing to a serious mismatch between new job requirements and the skills of those losing manufacturing jobs, presenters called for better formal and on-the-job training to help them adapt to changing workplace demands.

Yet many workers lack the education to adapt to job changes and profit from skill training, the labor group was told. Worker education becomes "more urgent with every new collapse of old job patterns," President Kirkland said, calling for "an adult education program on a scale and of a design that's never been tried before."

Some ways unions are starting to meet these educational needs were discussed at a workshop session. Among the activities described were the Comprehensive Competencies Program, offered to dislocated workers by the Human Resources Development Institute and others, which uses computer-based materials to provide self-paced instruction tailored to each learner's competency level. Another basic education program, operated by a Service Employees local union, has succeeded because it provides one-on-one help, protects the workers' confidentiality, and is easily accessible to them, a panelist explained.

AFL-CIO TRAINING AND EDUCATION CONFERENCE

Omni International Hotel

Baltimore, Maryland

December 3-5, 1986

WEDNESDAY, DECEMBER 3

10:00 a.m.

Welcome
Henry Koellein, Jr., President
Metropolitan Baltimore Council
of AFL-CIO Unions

Edward R. Lamon, President
Maryland State and D.C. AFL-CIO

Keynote Speaker
Lane Kirkland, President
AFL-CIO

10:30 a.m.

"The Role for Unions in Training"

Speakers: Lynn Williams, President
United Steelworkers of America

Joyce Miller, Vice President
Amalgamated Clothing and Textile
Workers Union

Robert Georgine, President
AFL-CIO Building and Construction Trades
Department

1:30 p.m. **Workshops: "Determining Training Needs"**

3:30 p.m. **Workshops: "Negotiating for Effective Training"**

THURSDAY, DECEMBER 4

9:00 a.m.

"Training for the Future"
Speakers: William Kolberg, President
National Alliance of Business

Norman Hill, Executive Director
A. Philip Randolph Institute

10:30 a.m.	**Workshops: "Implementing Successful Training"**
12:00 Noon	Lunch
	"Perspective from the Training Community" Speaker: Tony Carnevale, Vice President American Society for Training and Development
1:30 p.m.	Small Group Meetings for National and International Unions and State and Local Central Bodies
	Films on Training

FRIDAY, DECEMBER 5

9:00 a.m.	**"Training for the Unemployed"** Speaker: Roger Semerad Assistant Secretary for Employment and Training, U.S. Department of Labor
9:45 a.m.	**Workshops: "Training for the Unemployed"**
11:00 a.m.	**"Training -- A Need for a New Commitment"** Speaker: Ray Marshall University of Texas
11:45 a.m.	**"A Union Agenda for Action on Training"** Speakers: Rudy Oswald, Director AFL-CIO Department of Economic Research Dorothy Shields, Director AFL-CIO Department of Education
12:30 p.m.	Conclusion

KEYNOTE ADDRESS

AFL-CIO President Lane Kirkland

Labor unions have long championed the cause of education and training and will continue to do so as industries and the economy change, President Kirkland said in opening remarks at the AFL-CIO Training and Education Conference.

"In the business of preparing youngsters to enter the world of work and helping older workers to sharpen their skills, the labor movement has a track record second to none," he declared.

Workers and those entering the work force urgently need education and training to keep pace with changing job demands, Kirkland reported. Society must fill the gaps in worker education to ensure adaptability, expand skills, and improve productivity, he said.

"Workers want to learn, to advance and to improve their lives," he said. "They want to master new technologies and share in their benefits. They want the best training they can get, and they are looking to their unions to supply it....That's one of the things that unions are created for."

Labor favors cooperation with management on training, Kirkland said, but only if that cooperation improves the lives of working people and not if management is out to undermine job security and living standards. Similarly, unions must judge new workplace technology on whether it enhances workers' skill and control or deskills and "eliminates them from the economic equation," he noted.

As for types of training and education, Kirkland said, "[W]e need to develop programs that can be conducted at the workplace, where the people who need them can be served. Unions will be going to the bargaining table to negotiate learning programs and learning time, along with work time. We need to bring to the workplace all the skills that it takes to get along in this world, not just to hold a particular job."

THE ROLE FOR UNIONS IN TRAINING

Lynn Williams, President
United Steelworkers of America

Corporate greed, management shortsightedness, and an unreasonable U.S. trade policy have displaced millions of workers from their jobs and prompted louder calls for better education and training, President Williams reminded conference participants.

Joblessness has hit steelworkers and auto workers particularly hard, but it affects workers from all industries, he said. "Sacrifices are being forced on workers from the Silicon Valley to the Ohio Valley and many points in between," he reported.

To assist displaced workers and stem the loss of well-paid industrial jobs, Williams called for advance notice of plant closings, better trade adjustment assistance, more investment in job training and retraining, effective U.S. trade laws to reverse "unreasonable free trade policies that destroy jobs," and a meaningful industrial policy to rebuild the nation's infrastructure and create good jobs.

The United Steelworkers union has saved jobs by negotiating strong contract language that strictly limits the contracting out of work, Williams reported. The union agreement with one major steel company also guarantees employment security, profit-sharing, and a union voice in all key company decisions, he said.

Almost half a million steelworkers have lost their jobs in the last decade, Williams reported. In response, the union is operating more than 50 centers offering comprehensive training and job search assistance, he noted. The number of steelworkers enrolled will soon hit 27,000, with several thousand more in on-the-job training, he said. "But wages in the new jobs average less than $6 an hour," he reported.

Joyce Miller, Vice President
Amalgamated Clothing and
Textile Workers Union

Unions are and must be involved in training to ensure that the programs make sense and meet the needs of workers and the labor market, Vice President Joyce Miller told the conference. "Jobless workers should have the opportunity for training in skills that lead directly to jobs," she stressed. "All too often, training programs are for jobs that don't exist," she said.

With 1.5 million apparel and textile workers thrown out of work from 1979 to 1984 alone, the Amalgamated Clothing and Textile Workers union has increased its already active involvement in education and training, Miller reported. She suggested a dozen specific roles for unions in training, including action on:

- A national full employment policy.
- An end to discrimination against women, members of racial minorities, and handicapped persons.
- Better matches between workers and jobs.
- The training needs of older workers.

- The child care needs of those in training.
- Services to help workers cope with the social, psychological, and economic stress of dislocation.
- More effective representation on the Private Industry Councils that select training projects.

Training efforts must meet the challenges of an "era in which workers may change jobs several times in the course of their working years," Miller said. Those to be retrained include not only blue-collar workers but also white-collar and service workers, who will experience increased dislocation in the near future, she noted.

"Too often working people are offered only specific skill training, which limits their future employability to low-skilled, low-paying jobs in areas that are all too often obsolete," Miller said. Instead, they must have "broad general training that leads to adaptive skills, problem-solving, and handling human relationships," she stressed.

Robert Georgine, President
AFL-CIO Building and
Construction Trades Department

Education and training are shaping the future of labor unions in the United States, President Georgine told conference participants. "What we're talking about here this morning is probably the most vital thing there is for organized labor--today and in the future," he said. "What you people are doing holds the key to the future of the labor movement," he added.

"Apprenticeship is the absolute foundation of our employment as highly skilled workers," Georgine said. Reviewing the history of apprenticeship in the building and construction trades, he noted that formal apprenticeship structures were introduced after employers began hiring unskilled workers who undercut the wages of skilled craftspersons. "Unions realized that their great strength would depend on the superior skills of their journeymen," he said.

Looking back on his own years as an apprentice, Georgine praised the program for teaching him needed skills but noted that he received little information about unions and collective bargaining. He called on today's trainers and educators to teach their charges about unions "so that they will know the sacrifices that are needed to sustain and strengthen the collective bargaining process."

TRAINING FOR THE FUTURE

William Kolberg, President
National Alliance of Business

William Kolberg predicted lower unemployment in the future, with the number of jobs growing faster than the number of persons entering the work force. But without increased education and training, there will be a serious mismatch between job requirements and the characteristics of workers seeking employment, he reported. More jobs will require training beyond high school, he noted, while a greater proportion of workers entering the labor force will be from population groups with higher than average high school dropout rates.

U.S. businesses and workers will continue to face stiff competition in world markets, Kolberg noted. "In the long pull, we have to be more competitive," he said, "and that relates to what you do--training and education."

Norman Hill, Executive Director
A. Philip Randolph Institute

High unemployment in manufacturing, accompanied by the loss of public sector jobs, has hit the black community especially hard, Norman Hill told the conference. Reporting that black workers are more heavily organized than the labor force as a whole, he said that the shift to low-paying, non-union finance and service jobs has led to erosion of the black middle class and deterioration of the black family.

Noting that present training programs serve at best not more than one in ten of those in need of these services, Hill called for greatly increased federal support for education, employment, and training to help overcome these grave economic and social ills. Reviewing past government efforts, he praised outreach programs "drawing on the resources of committed black trade unionists," which placed thousands of minority youth in apprenticeship before the programs were ended by the Reagan administration.

Hill stressed the important links between labor and the civil rights movement and said they must work together to expanded training for displaced and other jobless workers. "But the bottom line," he declared, "is that union and other training programs will be effective only if there are jobs for those trained."

PERSPECTIVE FROM THE TRAINING COMMUNITY

Tony Carnevale, Vice President
American Society for Training and Development

The training that workers need to keep pace with a changing economy must take place on the job, not through formal training programs, Tony Carnevale noted in a luncheon address. He estimated that about $180 billion worth of informal training is provided on the job, while the value of formal training efforts stands at about $30 billion. But on-the-job training needs to become more formal and more effective, he said.

By representing the concerns of workers, unions have a vital role to play in improving on-the-job training, Carnevale said. Training should be an important collective bargaining issue, with unions pushing for pay increases commensurate with the increased skills and knowledge of their members, he suggested.

But training has little value outside the context of employment, Carnevale said, stressing that the issue is jobs-- not training. "Training and education don't create jobs," he noted; "the jobs create the need for training." He suggested that many government training efforts have taken training out of the jobs context. "We had no intention of giving [trainees] jobs, so we let them eat training."

Reporting that recent macroeconomic policies have kept unemployment high as a check on inflation, he stressed that these policies must change so that jobs are available to workers who are unemployed and in need of training.

TRAINING FOR THE UNEMPLOYED

Roger Semerad, Assistant Secretary for Employment and Training, U.S. Department of Labor

Predicting a 25-percent growth in jobs by the year 2000, Roger Semerad told the conference that most new jobs will require higher levels of literacy, communications, and work skills. At the

same time, he said, the labor force will grow more slowly, with traditionally under-utilized groups--women, minorities, and immigrants--accounting for over 80 percent of the new entrants. These rapid changes will result in labor supply and demand imbalance in many regions, he noted, and "present us with an extraordinary challenge," as well as the chance to move more at risk youth and adults into jobs with a future.

Lagging productivity growth is seriously eroding "our ability to compete in international markets," Semerad reported. Stressing that "protectionism is certainly not the answer" to the nation's trade problems, he said that developing a more skilled, productive, and adaptable work force is essential.

Clearly, worker dislocation will increase along with the pace of technological and economic change, Semerad noted, and present programs for these workers have merits, but also serious limitations--for example, "the disappointing delays" in mounting JTPA Title III programs in too many states. The assistant secretary called for "a new, more comprehensive approach" to this problem, including programs to upgrade worker skills before a plant closes.

TRAINING--A NEED FOR A NEW COMMITMENT

Ray Marshall, Professor of Economics, University of Texas, and former Secretary of Labor

Ray Marshall predicted a grim future for the nation if present patterns are allowed to continue. Unemployment will "rise above present almost obscene levels," he warned, and the United States will become more and more like a Third World country, with a small elite enjoying good incomes and secure jobs and most people experiencing unemployment, job insecurity, and low wages. Or with full employment and growth policies and development of human resources, the nation could restore prosperity, the professor said. He stressed that "we need to use new technologies to improve wages and advance our competitive position, and workers must be involved at every step in its introduction."

Learning systems will be critical, Marshall stressed, noting that most learning is on the job. "I am convinced that you never really learn anything except by doing it," he said. Labor has one of the oldest, best workplace training systems, he told the conference. He called the apprenticeship concept "absolutely sound" and said it should be strengthened, expanded, and extended, suggesting such new ventures as a program to train master teachers.

Reporting that "organized labor brought about free public education," Marshall warned against the threat of education vouchers advocated by the Reagan administration, which would create "a two-tier system"--a private one mainly for the affluent and a public one for everybody else. "Labor has a vital role to play in seeing that this does not happen," he said.

WORKSHOP REPORTS

I. DETERMINING TRAINING NEEDS

A. <u>Initiating a Training Program</u>: <u>The Basics</u>

Chair: Candy Brown, AFL-CIO Human Resources Development Institute

Recorder: John Kulstad, Communications Workers

Presenters: Walter Lypka, Graphic Communications Union
David Alexander, George Meany Center for Labor Studies
Joan Patterson, Auto Workers

Presenters in this workshop explained some of the basic steps and elements of starting a training program. Before a program is established, initiators must answer such basic questions as who and what is to be taught. The best teachers tend to be professional technicians with some instructional training, and the ideal method of financing is a joint fund negotiated with management, often based on cents-per-hour contributions, one presenter said.

Surveys of potential or past trainees can provide important information about what types of training efforts are needed, a second presenter said. Trainers should consider what they can honestly hope to accomplish, and they should secure the financial and human resources necessary to succeed before taking action.

A third presenter talked about the UAW-Chrysler Skill Development Center serving 75,000 workers in production, technical, engineering, and salaried jobs. A joint labor-management committee of the center experimented with different efforts in a dozen plants before officially adopting 14 separate programs relating to interpersonal, job-related, and basic educational skills. The training programs are regularly evaluated and fine-tuned to guarantee their success.

B. <u>Assessing Community Resources for Training</u>

Chair: Frank Emig, AFL-CIO Department of Community Services

Recorder: Alan Bosch, AFL-CIO Department of Community Services
Presenters: Marilyn Sneiderman, State, County and Municipal Employees
Joseph Powell, West Virginia AFL-CIO
Debra Brown-Felser, Metropolitan Baltimore AFL-CIO

Unions and other groups should take advantage of community resources available for training, presenters said. Resources include the vocational programs of local training centers or schools, career courses at community colleges, union training and apprenticeship programs, and information from the career centers of local libraries.

Without union involvement, community programs can be distorted toward training workers for low-pay, entry-level positions or for non-union jobs in firms that compete with union workplaces, several presenters warned. Groups starting a program should work with their state labor federations and look to university labor studies programs for help.

Trainers and educators face several problems, including trouble gathering data about the job market and difficulty motivating functionally illiterate trainees who may be too embarrassed to admit and overcome their reading problems, presenters said.

Programs should track graduates to see if training leads to good jobs and meets workplace demands, they said. And labor must make union-controlled training a priority in contract negotiations, insisting that companies train workers before they are laid off.

C. **Where are the Jobs: Obtaining Information on the Labor Market**

Chair: Markley Roberts, AFL-CIO Economic Research Department
Recorder: Rebecca Maldonado, Auto Workers
Presenters: Paul Harrington, Northeastern University
Goetz Wolff, Los Angeles Economic Roundtable
Margaret Hilton, Communications Workers

Workshop participants discussed how unions can determine what jobs are and will be available to workers who seek training. In order to match training to jobs, trainers need information about job vacancies and employment trends, but the information presently available is inadequate, one presenter said.

Unions should establish their own job banks and negotiate for labor market information from employers. Training programs should track the outcomes of their contacts with potential employers. And the federal government must take an active role in coordinating state job bank efforts and funding local labor market analysis.

Trainees will be able to find good jobs only if unions and other groups tie job training to local economic development, according to another presenter. Trainers need to identify key growth sectors of their local economies and determine if training could help communities retain sagging industries. This requires in-depth and expert analysis of a local or regional economy, focused on specific geographical areas, industries basic to those areas, and economic factors within a region's control and those beyond control.

D. **The Impact of Changing Technology on Jobs and Training**

Chair: Dennis Chamot, AFL-CIO Department for Professional Employees
Recorder: Kenneth Edwards, Electrical Workers
Presenters: Ron Kutscher, USDOL Bureau of Labor Statistics
Darrell Smith, Auto Workers
Pam Pinnock, State, County and Municipal Employees
Tom Hickman, Electrical Workers

Technological change affects jobs and therefore the type of training needed now and in the future, presenters said. Technology will continue to spawn new jobs and restructure old ones, making it unlikely that workers will hold one position throughout their lifetimes. Given this scenario, more attention must be devoted to the problems of middle-aged, displaced workers.

Workers will need better formal and ongoing education so that they can adjust to changing workplace demands. Training should be applicable to different work settings and include elements that improve workers' abilities to learn quickly, reason, and make judgments.

E. **Basic Education and Literacy Needs**

Chair: Mike McMillan, AFL-CIO Human Resources Development Institute
Recorder: Dorothy Shields, AFL-CIO Department of Education

Presenters: Carlos Ramirez,
Service Employees
Robert Taggart,
Remediation and
Training Institute
Sandy Schroeder,
Seafarers

Presenters reviewed several different programs that provide basic education to workers. One, run by an SEIU local, provides skills training for workers and coaxes those who need basic education into such courses. The program has succeeded largely because it uses one-on-one help, protects the confidentiality of participants, and is easily accessible, one presenter explained. Support for the program comes from a negotiated training fund.

Another presenter described the Comprehensive Competencies Program, which uses computer-based, print, and audio-visual materials to provide remedial education. Programs are tailored to each individual's competency level and educational needs, and participants move through the program at their own pace. A third presenter talked about the Seafarers' adult education program, which offers basic education, courses in English as a second language, correspondence courses, preparation for the high school equivalency test, and other studies. Students work with educators to plan and direct the instruction.

F. <u>Educating Union Members on Training</u>

Chair: Patricia Thomas,
Service Employees
Recorder: Edgar Czarnecki,
AFL-CIO Department
of Education

Presenters: Carl Peth, Seafarers
Dick Jones,
Autoworkers
John Laughlin,
Massachusetts
AFL-CIO

Workshop participants talked about several training programs and discussed ways to inform union members about training opportunities. One way to interest workers in training is to survey them about their training needs, one presenter said. Newsletters should be distributed to inform the general membership of training programs, and special seminars should be held to educate stewards about training opportunities. Trainers should also get the word out through union hall displays and program representatives.

Among the programs described was the UAW's Paid Educational Leave Program which provides local union officers with four weeks of education on subjects ranging from the auto industry to the government process, from strategic planning to the forces that shape industries and workplaces. Also mentioned was a public service training program in New York state involving 100 educational institutions in on-site and off-site training for SEIU members on released-time from their jobs. Other programs cited include the Seafarers School of Seamanship, a career-oriented program for CWA members, a continuing education effort for IBEW members, a program on health and safety coordinated by the GCIU and the University of Michigan, and an arrangement that allows laid-off union members in Massachusetts to take courses free at community colleges.

II. NEGOTIATING FOR EFFECTIVE TRAINING

A. Strategies for Union Involvement in Training

Chair: Rebecca Maldonado, Auto Workers
Recorder: Dorothy Shields, AFL-CIO Department of Education
Presenters: Arthur Shy, Auto Workers
Lonnie Bassett, Sheet Metal Workers
Jane Hewitt, Service Employees
Bill Schroeder, Graphic Communications Union

Presenters reviewed the role unions have played in developing specific training programs. One presenter suggested a four-pronged approach to training program development consisting of improved contract language concerning training, government assistance for training, the mobilization of forces within the union, and help from community, labor, education, and state and local groups. In addition to regular training programs, his union has promoted job banks, development of workers' job search skills, and pre-retirement planning courses.

In some cases, training programs for apprentices and experienced craft workers can be tied to specific worksites and funded by the companies needing the trained workers, another presenter said. A third presenter stressed that service workers stuck in low-pay, dead-end jobs need training to move into better job categories, and the offer of such training can be a valuable organizing tool.

A fourth presenter described his international union's program, which began with two years of study and evolved into a decentralized, flexible program of upgrading, retraining, and supplemental education and training operated largely at the local level in more than 60 cities. The presenters also emphasized that local training programs must include sessions on the function and value of a union, and they stressed that completers going into non-union jobs should be required to pay for their training costs.

B. Union Participation in Non-Negotiated Employer Training

Chair: James Sprada, State, County and Municipal Employees
Recorder: Pat Thomas, Service Employees
Presenters: Margaret Hilton, Communications Workers
Kier Jorgenson, Clothing and Textile Workers
Pam Pinnock, State, County and Municipal Employees

Unions can see to it that training needs are met even when employers institute training programs without union input, presenters said. When frozen out of training discussions, union leaders should pursue contract language to encourage promotion from within, guarantee fair training opportunities, and promote opportunities for women and members of racial minorities, who often are excluded from training for better jobs.

One presenter explained how a union used company-imposed quality-of-worklife teams to shape training programs and increase its say in other workplace issues. Unions should set up their own training programs if employers ignore their input, workshop participants said. They mentioned several examples

of local unions doing just that, including one case in which management adopted the union approach to education.

C. **Funding Sources: Negotiated and Public**

Chair: Lynn Meyers, AFL-CIO Human Resources Development Institute
Recorder: Dennis Chamot, AFL-CIO Department for Professional Employees
Presenters: Thomas Quimby, State, County & Municipal Employees
Roberts T. Jones, U.S. Department of Labor
Michael Murphy, Cleveland United Labor Agency
James Murry, Montana AFL-CIO

Drawing on his union's experience in securing funding from New York State for employee training, a presenter told the group that negotiators should start with a clear idea of the objectives of the proposed program. He stressed that they must be able to explain the gains to be achieved, such as lower turnover and increased productivity, for employers to present to their constituency as a justification for the expenditure. Labor was also advised to find out who makes decisions and decide how to influence them in order to leverage various funding sources.

The group learned that aggressive efforts by the Montana AFL-CIO have led to federal funding for training dislocated workers, but they were advised that funds for this purpose will continue to be strictly limited because of the federal budget deficit. Department of Labor objectives outlined for the workshop include making better use of available funding at the local level, targeting funds to areas with pressing needs rather than supporting broad national programs, and developing cooperative arrangements for projects funded by a number of human service agencies as well as the private sector.

D. **National Training Agreements**

Chair: Kenneth Edwards, Electrical Workers
Recorder: Alan Bosch, AFL-CIO Department of Community Services
Presenters: Al Parmenter, Plumbers and Pipefitters
Robert Glover, University of Texas
Richard Lyons, Auto Workers

Presenters discussed the functions of national training and education centers and cited several specific examples of national training agreements. National centers play an important role in training efforts because they set standards and content for training efforts and help local programs meet these standards. They also develop up-to-date, flexible curricula for adaptation on the local level, train instructors and administrators, and assist with supply and equipment purchases, presenters said.

One presenter attributed the success of the Plumbers union's $54-million-a-year national system of 330 local schools to the care taken in training the trainers, in not only technical matters but also human problems, such as drug abuse. Another presenter spoke of the joint training effort of the Auto Workers and General Motors. Cooperation on the program's funding laid the base for joint action on development, monitoring, and evaluation of training.

One participant noted that industrial unions traditionally have relied on contract provisions to address job security, while craft unions have banked on the skill level of their members. Now there are signs that industrial unions are turning to the craft union approach.

E. Local Training Agreements

Chair: Reese Hammond, Operating Engineers
Recorder: Edward Czarnecki, AFL-CIO Department of Education
Presenters: Nick Francione, Graphic Communications Union
Kathy Schrier, State, County and Municipal Employees
Tom Gustine, Painters

A local training agreement provides the fulcrum to leverage training for workers, workshop participants were told. Presenters said local agreements between unions and management serve to correct training deficiencies, establish funding, and assign responsibilities to the parties involved. One participant noted that per hour contributions from employers to training funds are deferred wages for workers, so workers should control how the funds are used.

To ensure success, local training efforts should meet the needs of both workers and management with programs to improve the skills workers need in their present jobs and give them skills for better jobs available at their workplaces, one participant said. She asked participants to make education and training a priority for their unions by bringing these areas to the bargaining table and selling them as popular programs generating political support of the union.

One workshop participant mentioned that California has set aside $55 million in unemployment insurance taxes to fund training, and she urged unions to tap this money to support their training efforts.

F. Testing and Selection: Who Gets Trained

Chair: Walter Lypka, Graphic Communications Union
Recorder: Iles Minoff, AFL-CIO Human Resources Development Institute
Presenters: John Zalusky, AFL-CIO Department of Economic Research
Cathy Collette, State, County and Municipal Employees
Joe Seiler, Remediation and Training Institute
Joyce Knox, NAACP

Presenters examined the uses and abuses of tests designed to select workers for training. When used properly, tests may prevent patronage, favoritism, or racial discrimination, one presenter said. But the tests must be used to "select in" rather than "screen out" workers for training. To judge the appropriateness of a selection test, unions should look at what it seeks to predict about those tested.

One presenter discussed a testing model used in programs for displaced workers to determine their occupational aptitudes and interests. Another presenter noted that selection tests can be challenged in court if considered unfair. Participants mentioned that testing should never be used to judge persons already successful in their jobs.

III. IMPLEMENTING SUCCESSFUL TRAINING

A. Selecting Training Providers

Chair: Anthony Sarmiento, AFL-CIO Human Resources Development Institute
Recorder: Rebecca Maldonado, Auto Workers
Presenters: Robert Martinez, Sheet Metal Workers
Pamela Tate, Council for Adult and Experiential Learning
Steven Deutsch, University of Oregon

This workshop considered the issues involved in a union's decision to conduct its own training or to select a training provider to deliver these services. In a presentation on a union-provided program, a panel member described the Sheet Metal Workers' upgrade training to prepare members for increased use of welding in the trade and stressed the importance of training journeyman instructors in how to teach.

Other presenters described successful training provided by educational institutions for the Auto Workers, Communications Workers, Machinists, and other unions. Among the points discussed were that programs operated by outside training providers who meet the union's standards and requirements may be more flexible than those provided in-house and that union representatives should be involved early on in designing the instruction.

Another strategy discussed is concentrating on training presently employed workers at risk of displacement, as well as those already displaced. Participants stressed the many other services that training providers should supply for these workers, including job counseling, assessments to identify skills that can be transferred to new jobs, labor market information, and job placement.

B. Training Union Instructors

Chair: Edgar Czarnecki, AFL-CIO Department of Education
Recorder: Alan Bosch, AFL-CIO Department of Community Services
Presenters: A.J. Pearson, Electrical Workers
Roy Butler, Ohio State University
Jackie Brophy, George Meany Center for Labor Studies
Kenneth Fuchs, Service Employees

This workshop examined four programs that have trained several thousand union members as effective union instructors. In a detailed review of the Sheet Metal Workers' instructor training program, a presenter reported that teacher-trainers drawn from the sheet metal industry provide four levels of instruction to instill and broaden the professional competencies of the participants. At the George Meany Center, a second panelist reported, courses in teaching theory, techniques, and resources stressing student involvement are helping make union instructors and staff effective in the context of adult learning.

Instructors drawn from the union ranks are "molded rather than trained," particularly in communication skills, another presenter reported in his review of the Service Employees' program to enhance the personal knowledge and skills of its members. In an analysis of

the criteria for instructors, the panelist from the Electrical Workers stressed the need for good motivation and personality as well as skill competency and aptitude. He said he wants the instructors "walking, talking, and chalking" in class. Moreover, he said, they must be from the trade and stay in close contact with it in order to make apprentice electricians better and more competent craft workers.

C. <u>The Apprenticeship Model (Building Trades)</u>

Chair:	Ray Robertson, Iron Workers
Recorder:	Eldon Soileau, AFL-CIO Human Resources Development Institute
Presenters:	Kenneth Edwards, Electrical Workers
	Merlin Taylor, Bricklayers
	James Tinkom, Carpenters
	Jerry Wilburn, Boilermakers

With some 237,000 registered apprentices in 42,000 programs, apprenticeship is among the nation's most extensive and significant skill training systems. This workshop reviewed the history and present operation of the system, starting with a slide presentation entitled "The Competitive Edge" on preapprenticeship and apprenticeship programs and training to keep journeymen abreast of technological changes in their trade. The panelists discussed the programs operated by their unions and considered such topics as instructor training, foreman certification, the structure of joint apprenticeship committees, and their responsibility for governing the use of program funds and supervising the selection of instructors and curriculum.

Among the practices stressed as particularly important were providing instruction in safety before apprentices start job training and rotating them from one job to another to give them broad experience in the trade. In the group discussion, a participant suggested arranging for all programs in a particular area to provide a joint class in safety as a way of fostering labor solidarity among apprentices. Another suggestion endorsed by the group was establishing endowment funds modeled on those of universities to encourage workers who completed an apprenticeship program in past years to contribute to its present operations.

D. <u>The Apprenticeship Model (Non-Building Trades)</u>

Chair:	Charles Bradford, Machinists
Recorder:	Dennis Chamot, AFL-CIO Department for Professional Employees
Presenters:	John McAlonan, State, County and Municipal Employees
	Ellen Scully, Service Employees
	Elmer Ranson, Electronic Workers
	William McDonough, Theatrical Stage Employees

Presenters reviewed the strengths of the apprenticeship model and pointed out some difficulties in applying it to service sector training. On the plus side, one presenter said an apprenticeship program for the Stage Employees helped workers successfully adapt to rapidly changing computerized technology introduced in the last 10 years. Another praised the apprenticeship model but complained about cutbacks in funding for apprenticeship-type training under the Reagan administration, stressing that such training is particularly needed to prepare workers for technological changes in their jobs.

Apprenticeship programs can serve public sector workers, especially women and members of racial minorities who seek to enter non-traditional fields, one presenter said. But another reported that the Department of Labor requires apprenticeship programs to provide more hours of training than many clerical and other service workers need, making it difficult to establish formal programs for these workers. Most service sector education and training remains outside the apprenticeship framework, despite at least one attempt by a union and the government to establish apprenticeships for health care workers.

E. Implementing Upgrade Training

Chair: Arthur Shy, Auto Workers
Recorder: John Kulstad, Communications Workers
Presenters: Patricia Thomas, Service Employees
Dan Faddis, Electrical Workers
Joseph E. Wall, Seafarers

Presenters at this workshop emphasized the role of training in improving the jobs workers hold. Among the objectives of upgrade training described were moving workers up career ladders, raising their skill levels in their present jobs, and preparing them for new jobs when their lower skilled positions are to be eliminated.

Unions interested in upgrade training should start small and build on success, one presenter said. Unions should identify job classifications and requirements for upward mobility and then construct training to fit the system. Upgrade training and career development can be sold to employers as a cost-effective approach to meeting personnel needs, a way to increase work force stability, and a method of enhancing employee motivation and workplace productivity.

Another presenter spoke of an upgrading program in Oregon, where unemployment is high and workers need training to stay abreast of changes in other jobs. Another presenter reviewed programs of the Seafarers school, noting the meld between basic skills education and practical on-the-job experience at sea.

F. Training Accreditation

Chair: Walter Lypka, Graphic Communications Union
Recorder: Melva Meacham, AFL-CIO Human Resources Development Institute
Presenters: Henry A. Spille, American Council on Education
Reese Hammond, Operating Engineers
Ruth Matthews, Empire State College

Arrangements for awarding college credit for the completion of apprenticeship and other training were examined from the perspectives of a building trades union that helped develop a dual enrollment program and two educational organizations concerned with such collaborative activities. In the cooperative program sponsored by the National Joint Apprenticeship and Training Committee for the Operating Engineers, a presenter explained, apprentices receive college credit for apprenticeship-related training classes and supervised work experience.

Building on a model developed by the National Joint Committee's demonstration project during the 1970's, cooperative programs are currently conducted under agreements between local unions and community colleges, he said.

Among the gains he reported are expanding the career options of apprentices, encouraging them to continue their higher education, and improving the status and recognition of craftsmanship.

In other presentations, one panelist described the guidelines used by the American Council on Education to evaluate courses offered by unions and other non-academic organizations and make recommendations to colleges on awarding credit for them. Another urged unions to collaborate with colleges to meet their training needs but advised them to thoroughly screen local educational institutions before joining in a training partnership.

IV. TRAINING FOR THE UNEMPLOYED

A. JTPA and TAA Programs for Dislocated Workers

Chair: Leon Lynch, United Steelworkers
Recorder: Arthur Shy, Auto Workers
Presenters: Jane McDonald-Pines, AFL-CIO Human Resources Development Institute
Kris Balderston, National Governors' Association
Mary Jean Piraino, Food and Commercial Workers

Presenting a brief overview of JTPA and detailed information on its Title III program for dislocated workers, a panelist identified a number of deficiencies. Because of funding limitations and other problems, only about five percent of the eligible dislocated workers are being served, she reported, and the services offered to participants are often inadequate. Training costs average only about $900 per participant, she said, compared with the several thousand dollars required for quality training, and remedial education is offered to only about three percent of the workers, while some 20 percent need this training. She also stressed the need for more data and stronger federal oversight of Title III activities, as well as more labor involvement in program planning and operations.

Another panelist agreed that many states are having problems with their dislocated worker programs and called for an active national policy and greater labor involvement in dealing with worker dislocation. She discussed the need for early intervention services for workers facing layoffs and for merging the Trade Adjustment Assistance and Title III programs. In describing the Food and Commercial Workers' approach to assisting its displaced members, a third panelist advised the group that the real key to success is the planning process. She urged them to use the political system to secure support for their programs and look for linkages with other service providers. She also suggested negotiating contract clauses with employers providing matching funds for Title III money and asked them to serve as "watchdogs of the state programs."

B. Other Public Training Programs

Chair: James Sprada, State, County and Municipal Employees
Recorder: Edgar Czarnecki, AFL-CIO Department of Education
Presenters: Judith Holmes McFatter New York State AFL-CIO
Audrey Theis, State of Maryland

Paul Eustace,
Massachusetts
Department of Labor
Debbie Walsh, Teachers

At this workshop, the Massachusetts Secretary of Labor described his state's new Industrial Services Program, developed in cooperation with labor and business and funded by both JTPA and state money. Relying on voluntary notification of plant closings, which is securing 80 percent compliance, he said, the program sends teams to affected sites, where they bring labor and management together to save the threatened jobs; or if that is not possible, they conduct informational workshops and set up worker assistance centers months before the layoffs. Noting that worker participation "is a must," he reported that the teams are staffed by displaced workers. Other key elements of the state system, he said, are a financial alert system to spot problems before a business is forced to close and links with community colleges and economic development activities.

Reporting that the New York labor federation's survey of unions identified 500,000 displaced workers in the state, a panelist said that securing plant closing legislation is a top priority for the labor body. She reported on plans to establish worker reemployment adjustment centers, to be operated by local labor bodies, and stressed the importance of union outreach and peer counseling.

Another panelist described a comprehensive skills training program for dislocated workers and economically disadvantaged adults in Baltimore and nearby counties. Through community colleges, the program provides short-term, intensive occupational training on an open-entry, open-exit basis, she said, reporting that it offers stipends funded by the state to trainees who have exhausted their unemployment insurance benefits. In a concluding presentation, an AFT representative offered her union's train-the-trainer model and critical thinking and problem-solving programs to assist those serving dislocated workers.

C. Training as Part of a Severance Package

Chair: Kenneth Edwards, Electrical Workers
Recorder: John Powderly, United Steelworkers
Presenters: Marcel Smiley, Service Employees
Margaret Hilton, Communications Workers
John T. Smith, United Steelworkers

This workshop considered union-negotiated services to protect or upgrade presently employed members and help those losing their jobs secure new employment; and it examined a number of issues and problems related to worker dislocation. Reviewing the efforts of a joint labor-management training committee at Washington Hospital Center, one panelist report on activities to upgrade current employees for new occupations at higher wages, equip employed workers with new skills, and place dislocated workers in new jobs. Another presentation described CWA's arrangements with the companies split off from American Telephone & Telegraph Company to maintain full employment or, if this is not possible, to retrain laid-off workers for alternative employment.

In discussing his union's programs for dislocated steelworkers, a panelist stressed that efforts to help them return to work have been seriously impeded by long delay in notifying the workers that the layoffs were permanent and lack of acceptable employment opportunities in single-industry towns where many members are seeking work. The difficulty of selling homes in these towns is a serious

problem for those willing to relocate to new jobs, he noted. Other key issues identified in a group discussion included the need for long-term income maintenance and continued medical benefits for the affected workers.

D. **Union Training and Support Services for Dislocated Workers**

Chair: Rebecca Maldonado, Auto Workers
Recorder: Alan Bosch, AFL-CIO Department of Community Services
Presenters: Diana DePugh-Kurnik, Clothing and Textile Workers
Frank Emig, AFL-CIO Department of Community Services
Mary Mays-Carroll, Communications Workers
Debra Brown-Felser, Metropolitan Baltimore AFL-CIO

An overview of Community Services' nationwide activities and detailed information on its response to layoffs in Baltimore were presented at this workshop. One panelist described full-service displaced worker programs underway in Cleveland, Des Moines, and the state of Connecticut, as well as such survival services as union counseling to help the unemployed get needed assistance, food banks, and access to medical care. For laid-off workers in Baltimore, another panelist reported, Community Services sponsors a hotline, which links callers to available services, and the Baltimore Works program of job search workshops and referrals to retraining and jobs. A major problem, she noted, is motivating workers to accept human services.

In other presentations, panelists reported on the support services provided by the Clothing and Textile Workers and the Communications Workers for their displaced members. Among the activities they described are outreach, peer support, layoff survival workshops, stress counseling, and access to local resources. Both stressed the prime importance of helping the workers identify skills gained in their previous employment or outside activities that can be transferred to new jobs.

E. **Training as an Organizing Tool**

Chair: Virginia Diamond, AFL-CIO Department of Organization & Field Services
Recorder: Ellen Scully, Service Employees
Presenters: Joan Suarez, Clothing and Textile Workers
Charlie Bradford, Machinists
Ray Robertson, Iron Workers

Presenters spoke of unions using training to attract non-union workers, to prepare union organizers for organizing, and to prepare union members for struggles to keep plants open. In organizing non-union workers, unions are wise to emphasis training because workers generally desire training for career advancement, one presenter said. Furthermore, since employers benefit from a well-trained work force, they may hesitate to try to kill a union that offers training.

Another presenter reviewed his union's program for training organizers. Key organizers and workers involved in a unionization campaign are brought to a central location for intensive training in leadership, planning, organizing, personal communication, media presentation, and other skills. Such training is vital to the success of organizing drives and to empowerment of the workers, he said.

A third presenter told of a community with few jobs left for which to train workers. That particular union has concentrated on keeping a clothing plant open. Government funds for basic education and training were used to assist workers while they considered strategies for employee ownership and explored other reemployment possibilities. Union leaders and members now possess many corporate finance and management skills, she said.

F. **Legislative Initiatives**

Chair:	Robert McGlotten, AFL-CIO Legislative Department
Recorder:	Walter Lypka, Graphic Communications Union
Presenters:	Rodney Riffel, National Conference of State Legislatures
	Markley Roberts, AFL-CIO Department of Economic Research
	Jeff Greendorfer, San Francisco AFL-CIO
	Susan Grayson McGuire House Education and Labor Committee

In an overall review of state training activities, a workshop presenter reported that a primary focus is on training to attract new industries and meet corporate labor needs. He advised the group to get to know key state legislators and JTPA administrators in order to secure training funds. Another panelist described California's Employment Training Panel, composed of business, labor, and government leaders, which uses funds diverted from the state's unemployment insurance system to support training for unemployed workers and those threatened with layoff. Noting that the training is conducted by schools, businesses, unions, and others, he cited some particularly successful joint activities, such as a CWA-Bell company program that trained craft workers for needed jobs in the company's information system.

Turning to the national arena, two panelists considered the prospects for congressional action on training and related issues. One reported that the 100th Congress can be expected to act on trade legislation, including a training component, and predicted some movement on job training for welfare recipients and revival of the plant closing measure introduced in previous sessions. She also foresees greater focus on basic education to reduce unacceptably high dropout rates. Stressing the need for expansion of unemployment insurance, Trade Adjustment Assistance, and other income support for job losers, as well as funding for training and education, the other panelist predicted no major action on these issues in view of the nation's severe budget problems.

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ATTENDEES

Macy Adkins	Clothing and Textile Workers
John H. Agenbroad	Graphic Communications Union
David Alexander	George Meany Center for Labor Studies
Dean T. Alexander	Oil, Chemical, and Atomic Workers
William C. Arena	Carpenters
John D. Bachler	Graphic Communications Union
Frederick Bachman	Electrical Workers
Chuck Bailey	Washington State Labor Council
Kris Balderston	National Governors Association
Vaughn Ball	Bakery, Confectionery, and Tobacco Workers
E. Alan Ball, Jr.	Communications Workers
Lonnie A. Bassett	Sheet Metal Workers
John P. Beck	Paperworkers
Albert Beese	Iron Workers
Michele Bignardi	Service Employees
Alan Bosch	AFL-CIO Department of Community Services
Charles Bradford	Machinists
Joe Bradley	Philadelphia Council for Labor and Industry
Charles Bremer	Electronic Workers
Jackie Brophy	George Meany Center for Labor Studies
Candy Brown	AFL-CIO Human Resources Development Institute
Debra Brown-Felser	Metropolitan Baltimore AFL-CIO
Roy Butler	Ohio State University
Justine Bykowski	University of Michigan
Z. Joseph Campos	American Institute for Free Labor Development
Edward Canning	Carpenters
Bernard A. Carpenter	Steamfitters
Clyde Carrington	Metropolitan Washington AFL-CIO
Paul Cates	Seafarers
Dennis Chamot	AFL-CIO Department for Professional Employees
Edward Cohen-Rosenthal	ECR Associates
Cathy Collette	State, County, and Municipal Employees
Phil Comstock	Food and Commercial Workers
Steve Cooke	Machinists
Donald J. Cordell	Auto Workers
Dan Cosgrove	Illinois AFL-CIO Manpower Program
Thomas A. Costello	Professional and Technical Engineers
Susan Coyne	Graphic Communications Union
Jeff Crause	Service Employees
Edward Czarnecki	AFL-CIO Education Department
Lynn M. Dallas	Connecticut United Labor Agency
Diana Danahy	Machinists
Diana Depugh-Kurnik	Clothing and Textile Workers

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Steve Deutsch	University of Oregon
Virginia Diamond	AFL-CIO Organization and Field Services Department
Jim Dimmock	Auto Workers
John F. Dufour	Operating Engineers
Alejandro Duhalde	Clothing and Textile Workers
Ginny Durivage	National Association of Working Women
Richard Dwyer	George Meany Center for Labor Studies
Kenneth Edwards	Electrical Workers
M. Ann Edwards	AFL-CIO Appalachian Council
Ruth Ellinger	Texas AFL-CIO
William Elliott	Steelworkers
Frank Emig	AFL-CIO Department of Community Services
Fred English	Iron Workers
Richard Ericson	Electrical Workers
Nell P. Eurich	Academy for Educational Development
Paul Eustace	Massachusetts Department of Labor
Lawrence Evans	National Glazier Fund
Cecelia Fabula	State, County, and Municipal Employees
Dan Faddis	Electrical Workers
James L. Farmer	Painters
Jeff Farmer	Minnesota AFL-CIO
Evangeline Faulkner	State, County, and Municipal Employees
Herbert L. Fishpaw	Plumbers and Pipefitters
Jeanette Fletcher	Auto Workers
Nick Francione	Graphic Communications Union
Ken Fuchs	Service Employees
Michael Galiazzo	Dundalk Community College
Ulysses (Selim) Garner	Metropolitan Washington AFL-CIO
Roni Garnicki	Bakery, Confectionery, and Tobacco Workers
John J. Gehan	New York City Central Labor Council
Elinor M. Glenn	Service Employees
Robert Glover	University of Texas
Richard Gomesky	Auto Workers
Johnny Goodwin	Iron Workers
Jeanne Gordus	University of Michigan
Anne C. Green	Oil, Chemical, and Atomic Workers
Jeff Greendorfer	San Francisco AFL-CIO
Robert G. Greenfield	New York State Department of Labor
Larry R. Greenhill, Sr.	Electrical Workers
William E. Groves	Communications Workers
Steven Gulick	Iron Workers
Tom Gustine	Painters
Dion F. Guthrie	Electrical Workers
Norman T. Halls	Massachusetts Career Development Institute
Reese Hammond	Operating Engineers

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Paul Harrington	Northeastern University
Fred Hartner	Clothing and Textile Workers
David Hecker	Metropolitan Detroit AFL-CIO
Jane Hewitt	Service Employees
Tom Hickman	Electrical Workers
Bill Higginbottom	Iron Workers
Ray Hillard	Auto Workers
Margaret Hilton	Communications Workers
Lloyd Hohman	Washington State Machinists Council
J. D. Hollomon, Jr.	Electrical Workers
Dennis Houlihan	National Academy of Sciences
Walter W. Houseman	Seafarers
Don Hudson	Auto Workers
Tom Huster	Railway and Airline Clerks
Dwight C. Iler	Steelworkers
Steve Ingram	Kansas AFL-CIO
Phyllis Israel	Operating Engineers
Stanley Ito	Carpenters
Frank J. Jahnke	New York State AFL-CIO
Davis Jenkins	Academy for Educational Development
Dick Jones	Autoworkers
Donald A. Johnson	W. Central Illinois Building and Construction Trades Council
Paula Johnson	Ladies' Garment Workers
George C. Jones	Graphic Communications Union
Roberts Jones	USDOL Employment and Training Administration
Stephen B. Jones	Iron Workers
Kier Jorgenson	Clothing and Textile Workers
Matt Kane	AFL-CIO Economic Research Department
George Kanyok	Food and Commercial Workers
Michele Kaplan	Service Employees
Donald Kennedy	Machinists
Chuck Klaer	Service Employees
David S. Knapp	Cleveland United Labor Agency
Joyce Knox	NAACP
George Koch	Metropolitan Washington AFL-CIO
David Koepcke	Auto Workers
John Kulsted	Communications Workers
Ron Kutscher	USDOL Bureau of Labor Statistics
Mary E. Landry	Dundalk Community College
John Laughlin	Massachusetts AFL-CIO
Bruce Lee	Auto Workers
Ed Legg	Iron Workers
Sandra Levine	Clothing and Textile Workers
Don Lochary	Operating Engineers

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Jerry Loesel	University of Michigan
Frank B. Long, Jr.	Iron Workers
Leon Lynch	Steelworkers
Rick Lyons	Auto Workers
Walter Lypka	Graphic Communications Union
Rebecca Maldonado	Auto Workers
Elaine J. Malek	Auto Workers
Paul Manner	State, County, and Municipal Employees
Robert Martinez	Sheet Metal Workers
Ruth Matthews	Empire State College
Mary Mays-Carrol	Communications Workers
John McAlonan	State, County, and Municipal Employees
Jane McDonald-Pines	AFL-CIO Human Resources Development Institute
William McDonough	Theatrical Stage Employees
Judith Holmes McFatter	New York State AFL-CIO
Robert McGlotten	AFL-CIO Legislative Department
Susan Grayson McGuire	House Education and Labor Committee
Mike McMillan	AFL-CIO Human Resources Development Institute
Irene McQuade	Service Employees
Melva Meacham	AFL-CIO Human Resources Development Institute
Leo D. Meuse	Painters
Lynn Meyers	AFL-CIO Human Resources Development Institute
Everett G. Miller, Sr.	Dundalk Community College
Iles Minoff	AFL-CIO Human Resources Development Institute
Dale Moats	Auto Workers
Martin Mooney	Iron Workers
Al Moore	Communications Workers
Jacqueline L. Mullins	Steelworkers
Ramon L. Mundsinger	Steelworkers
Mike Murphy	Cleveland United Labor Agency
James Murry	Montana AFL-CIO
James M. Naughton	Electrical Workers
William F. Nugent	Steelworkers
James O'Mara	Electrical Workers
Martha Oesch	
Gerard E. Oliver	State, County, and Municipal Employees
Barney Oursler	Unemployed Council of Southwest Pennsylvania
Carmen Papae	Clothing and Textile Workers
Frank Parente	AFL-CIO Economic Research Department
Al Parmenter	Plumbers and Pipefitters
Joan Patterson	Auto Workers
A. J. Pearson	National JATC for the Electrical Industry
Laura Perlman	AFL-CIO Human Resources Development Institute
Daryl D. Pertee	State, County, and Municipal Employees
Carl Peth	Seafarers

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Pamela Pinnock	State, County, and Municipal Employees
Mary Jean Piraino	Food and Commercial Workers
Patti Ploen	Service Employees
John Powderly	Steelworkers
Joseph Powell	West Virginia AFL-CIO
Larry R. Pruden	Railway and Airline Clerks
Tom Quimby	State, County, and Municipal Employees
Dan Radford	Cincinnati AFL-CIO
Carlos Ramirez	Service Employees
Elmer Ranson	Electronic Workers
Ralph D. Ray	State, County, and Municipal Employees
Rodney Riffel	Conference of State Legislatures
Joann C. Riggs	NAACP
William R. Rittenhouse	Columbus-Franklin County AFL-CIO
Markley Roberts	AFL-CIO Economic Research Department
Ray Robertson	Iron Workers
Ken Ross	Alliance for Employee Growth
Bob Russell	Auto Workers
Bob Saf	Electrical Workers
Anthony Sarmiento	AFL-CIO Human Resources Development Institute
Glenn Schaeffer	Electrical Workers
Kathy Schrier	State, County, and Municipal Employees
Sandy Schroeder	Seafarers
William Schroeder	Graphic Communications Union
Charles W. Sclander, Jr.	State, County, and Municipal Employees
John Scola	
Ellen Scully	Service Employees
Joseph Seiler	Remediation and Training Institute
Robert C. Settle	Harrisburg Region AFL-CIO
Donald Shields	State, County, and Municipal Employees
Dorothy Shields	AFL-CIO Education Department
Arthur Shy	Auto Workers
Sue Simpson	Michigan AFL-CIO
Marcel Smiley	Service Employees
Darrell Smith	Auto Workers
J. T. Smith	Steelworkers
Marilyn Sneiderman	State, County, and Municipal Employees
Eldon Soileau	AFL-CIO Human Resources Development Institute
Donald L. Spatz	Boilermakers
Hank Spille	American Council on Education
James Sprada	State, County, and Municipal Employees
Bruce Stine	Michigan AFL-CIO
Wil Stoll	State, County, and Municipal Employees
Ted A. Strimple	Graphic Communications Union
Joan Suarez	Clothing and Textile Workers

AFL-CIO TRAINING AND EDUCATION CONFERENCE
December 3-5, 1986
ATTENDEES

Antonio Suazo	AFL-CIO Human Resources Development Institute
Patrick J. Sullivan	Longshoremen
Robert Swander	Utility Workers
Bob Taggart	Remediation and Training Institute
Pam Tate	Council for Adult and Experiential Learning
Merlin Taylor	Bricklayers
George Tedeschi	Graphic Communications Union
Larry Thanner	USDOL Bureau of Apprenticeship and Training
Dr. Audrey Theis	Eastside Occupational Training Center
Jon E. Theuerkauf	US Steel Job Search Assistance Center
Pat Thomas	Service Employees
Jerry Thompson	Machinists
Bernard W. Thornberg	Sheet Metal Workers
Jim Tinkcom	Carpenters
Joseph Tokich	Graphic Communications Union
Donald Treinen	Communications Workers
Jim Tusler	Washington State Labor Council
Michael Vivirito	Communications Workers
Bruce N. Voss	Bricklayers
Joseph E. Wall	Seafarers
Patrick P. Wallace	Auto Workers
Debbie Walsh	Teachers
Larry E. Ward	USDOL Bureau of Apprenticeship and Training
Sandra Warren	Metropolitan Washington AFL-CIO
Sandra Watier	Auto Workers
Alex Wheeler, Jr.	Steelworkers
Thomas E. Whoolery	Iron Workers
Jerry Wilburn	Boilermakers
Joslyn Williams	Metropolitan Washington AFL-CIO
Sally Williams	
Linda Wilson	W. Central Illinois Building and Construction Trades Council
Goetz Wolff	Los Angeles Economic Roundtable
George Yost	Michigan AFL-CIO
John Zalusky	AFL-CIO Economic Research Department
Lynne Zimil	Metropolitan Washington AFL-CIO